![Winebrenner Theological Seminary logo]

"Winebrenner equips leaders for service in God's Kingdom."

Term:

Course: CC 5200; Group Counseling

Instructor:

Phone:

Email:

Office/Contact Hours:

COURSE DESCRIPTION

This course provides students with an opportunity to learn about group theory and techniques along with group dynamics and process through class discussion and via an experiential component. Students will examine group stages, types of groups, styles of leadership, and pre and post group assessment. Students will also gain competencies in designing, utilizing, and facilitating groups. Multicultural and ethical considerations will also be addressed as they pertain to groups. (*3 hours*)

COURSE OUTCOMES AND OBJECTIVES

This course addresses the following 2024 CACREP standards for Clinical Mental Health Counseling Programs. At the conclusion of this course, the successful student will be able to:

1. Identify self-care, self-awareness, and self-evaluation strategies for ethical and effective practice **(3.A.11).**
   - Assessment occurs through journals, group discussions, group proposal, and final exam.

2. Explain theoretical foundations of group counseling and group work **(3.F.1).**
   - Assessment occurs through discussion board posts, group proposal, and final exam.

3. Understand dynamics associated with group process and development **(3.F.2).**
   - Assessment occurs through discussion board posts, group proposal, and final exam.

4. Translate therapeutic factors of group work and how they contribute to group effectiveness **(3.F.3).**
   - Assessment occurs through discussion board posts, group proposal, and final exam.

5. Identify characteristics and functions of effective group leaders **(3.F.4).**
   - Assessment occurs through discussion board posts, group proposal, and final exam.

6. Apply approaches to group formation, including recruiting, screening, and selecting members **(3.F.5).**
   - Assessment occurs through discussion board posts, group proposal, and final exam.

7. Integrate application of technology related to group counseling and group work **(3.F.6).**
   - Assessment occurs through discussion board posts, group proposal, and final exam.

8. Summarize types of groups, settings, and other considerations that affect conducting groups **(3.F.7).**
   - Assessment occurs through discussion board posts, group proposal, and final exam.

9. Explore culturally sustaining and developmentally responsive strategies for designing and facilitating groups **(3.F.8).**
   - Assessment occurs through discussion board posts, group proposal, and final exam.

10. Apply ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities **(3.F.9).**
    - Assessment occurs through discussion board posts, group proposal, and final exam.

11. Facilitate direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term **(3.F.10).**
    - Assessment occurs through group simulation exercise through group proposal and group simulation exercise.

12. Design an 8-week psychotherapy or skills group proposal including all components necessary for the complete implementation of the group **(5.C.1, 2 & 5).**
    - Assessment occurs through design of proposal and detailed components for implementation.

REQUIRED TEXTBOOKS

Corey, G., Corey, M. S., & Corey, C. (2017). *Theory and practice of group counseling* (10th ed.). Cengage. https://doi.org/10.4324/9781305263727

Frankl, V. (1947/2006). *Man's search for meaning.* Beacon Press.

For MACC students only official writing style is APA format:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Recommended book:

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). John Wiley & Sons.

Additional required and/or supplemental reading available on Populi.

METHODOLOGY

Instructional methodology includes didactic and experiential learning activities, interaction with reading assignments, in-class discussions, small group practical skills development opportunities, written assignments, in-class and out of class assignments, and other purposeful experiences to develop the student's group facilitator/leadership skills. In addition to the academic knowledge necessary this course emphasizes in-vivo applications of group counseling. Students will explore how groups operate in agency and community settings, as well as in private practice, recognizing the complexities and challenges. Students will gain practical strategies for building and facilitating groups in diverse, real-world environments.

Class Meeting Participation Expectations: Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together—verbally. It's not a repetition of facts; if that's all we were interested in we could just do a quiz on the reading and be done. It's not a debate or an argument or posturing. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment. Quiet observation may have its place for most of the class session, but failing to contribute meaningfully is virtually the same as being absent from class.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined
by dividing the total points by the number of trimester hours completed.

Calculation of grades will be based on the following:

Individual Participation	10 pts.
Group Participation	20 pts.
Group Proposal	30 pts.
Research (5)	
Screening (3)	
Consent (3)	
Pre-/Post-Test Evaluations (3)	
Lessons (16)	
Journal Reflections	20 pts.
Group Reflection Paper	10 pts.
Final Exam	10 pts.
TOTAL =	**100 pts.**

Participation grades are limited to 10% of the course grade and may include, but is not limited to, classroom engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online). Consult the participation section of the syllabus for more details. Students who have agreed to be on campus will be on campus for every class session. Non-compliance will be considered an absence.

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication Manual of the American Psychological Association*, 7th edition.

1. **Participation** – A portion of your grade will depend upon your level of participation during meetings with the course instructor. Students are expected to arrive to meetings on time, be prepared, stay for the duration of the scheduled meeting, and remain focused during the allotted time. Additionally, reading required materials and viewing required videos prior to meeting times is essential as students cannot enter into discussions and with relevant questions and comments if they are not prepared. Discussions are powered and enriched by processing and sharing what has been discovered from assigned reading, from personal experiences. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

2. **Group Participation as Member, Leader, and Observer (KPI 2)** – Group dynamics cannot be effectively taught or learned by simply sharing concepts. The student will participate in group assignments and exercises throughout the semester. The student will participate in a group as a member, leader, and observer (**10 clock hours required)**.

3. **Group Proposal (KPI 1)** – During the Counseling Practicum course, students will be required to lead a group counseling experience. In preparation for Practicum, students are required to write a group proposal. With detailed lesson plans and support from research, students will develop a group proposal on a selected topic from a specific theoretical perspective. This will be a psychoeducational and/or psychotherapeutic group. The group proposal should include at least 14 contact hours, including screening - 8 sessions at 90 minutes each, totaling 12 hours. Chapter 11 gives ideas for formatting a group proposal. Also, in Chapter 5, specific guidelines are addressed for developing a group proposal and forming groups. The proposal is designed to help clarify the nature of the group and procedures used. Students should maintain a computer copy as they will likely need to adjust to accommodate the agency or actual participants. Include at least 2 references for the following sections: Research portion, and lessons 1-8. References for the consent portion and screening portion will not be required.

4. **Journal Reflections** – Keeping a journal of experiential group sessions is required as it will help you process and apply the course content to your group experiences. Journal reflections should be at least 3 pages (double spaced with one-inch margins) and include your insights as a leader, member, and observer

5. **Final Reflection Paper** – The student will utilize concepts from *Man's search for meaning* as they write about their reactions from their group experiences. The student will write a process commentary of their group experience from a leader, observer, and member perspective. The paper should be 5-7 pages in APA format (7th edition).

Answer the following questions:
1. What was this experience like for you?
2. What surprised you?
3. What was the most difficult and most rewarding aspect of being a leader? Why?
4. What was the most difficult and most rewarding aspect of being a member? Why?
5. What did you learn about yourself? (i.e. your strengths, weaknesses, talents, personal qualities, skill set, readiness to be a counselor)
6. What did the group exercise teach you about conducting groups?

Include references from *Man's search for meaning* by Viktor Frankl.

6. **Final Examination** – There will be one exam in this course. The final exam will include 50 multiple-choice questions. Students will have one hour to complete it. The exam will be comprehensive and available on Populi. Questions will be taken from the Rosenthal "purple book**."**

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Readings/Assignments
1	Course Overview/Introduction to Group Work The Group Counselor Gathering/Mindfulness	Chapters 1-2 – Corey
2	Theories and Techniques of Group	Chapter 4 – Corey **Journal 1 due**
3	Forming a Group Initial Session	Chapters 5-6 – Corey **Journal 2 due**
4	Transition Stage Lecture	Chapter 7 – Corey **Journal 3 due**
5	Transition Stage	Chapter 8 – Corey **Journal 4 due**

6	Working Stage	Chapters 8 & 3 - Corey **Research and references due.**
7	Working Stage	Chapter 8 – Corey Chapter 5 – Thompson **Screening and Pre/post test and evaluation of program portions of group project due.**
8	Working Stage	Chapter 8 – Corey *Lesson 1 & 2 portion of group project due, including references.*
9	Working Stage	Chapter 8 – Corey *Lesson 3 & 4 portion of project due, including references.*
10	Working Stage	Chapter 8 Corey *Lesson 5 & 6 portion of project due, including references.*
11	Final Stage	Chapter 9 – Corey *Lesson 7 & 8 portion of project due, including references.* **Consent portion of group project due.**
12	Reinforcement in groups	Reflection Paper
	Final Exam	On Populi

WEBSITES

Association of Specialists in Group Work (ASGW)
Welcome to ASGW

Ohio Association of Specialists in Group Work (OASGW)
Ohio Association for Specialists in Group Work - OASGW

American Counseling Association (ACA)
http://www.counseling.org/

Ohio Counseling Association (OCA)
http://www.ohiocounseling.org/

State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board
https://www.cswmft.ohio.gov/

Students' State Branch of the American Counseling Association:
https://www.counseling.org/about/divisions-regions-branches

Students' State Licensing Boards:
https://nbcc.org/search/stateboarddirectory

Purdue Owl APA Writing Assistance
https://owl.english.purdue.edu

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette
Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates "seasick" with a moving

image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all "present" and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students' attentiveness whether <u>in-person</u> or <u>online</u>.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools*: Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy*: Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion*: Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term
A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iiames if you have any questions of concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 01/01/2026